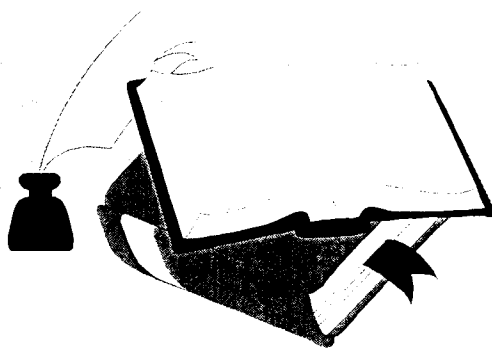


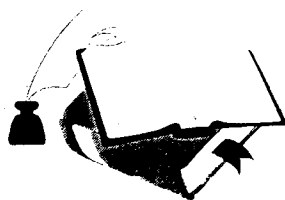
## BOOK FIND!!! BOOK FIND!!! BOOK FIND!!!



At this station, you are to search the book shelves. What do you want to start reading? Each of you will have a book picked out by the end of today so that you can read it in your free time (at home, in class when you finish early, WHENEVER!) How do you find a book you are interested in? Some ideas:

- ♦ Just scan the book shelves and pick up interesting looking books!
- ♦ Ask a friend about what good books they have read!
- ♦ Look through the review file! On the table is a notebook full of reviews of GREAT BOOKS! Take a browse through the file and read up on some possible options!
- ♦ Close your eyes and point!
- ♦ Bring one in from home if you already have a book that you want to read (but read through something on the shelves for the rest of this learning station)!

After you find one that you like, READ!!! Make sure to log in your choice in your LEARNING LOG! You are always free to reflect in your Log about what you are reading. SO, share with me!! I'd love to hear about your book!

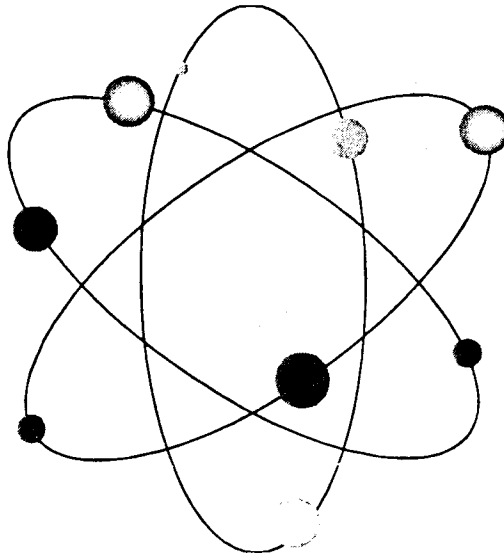


\*\*\* Remember! If you begin reading your book and you aren't enjoying it, pick another!! There is no penalty for starting over! I just want you to enjoy what you read!



What does YOUR name mean?

Read the excerpt from Sandra Cisneros' book, The House on Mango Street. Two people in your group should read the excerpt aloud. Esperanza is telling us about her name, isn't she? Well, maybe you should tell her about YOUR name? On the table are some books that are dictionaries of names. Find your first and/or last name and write about it. Try to tell your story like Esperanza tells hers. Does the meaning of your name suit you? Does it fit your identity? Be CREATIVE and have FUN!





known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name—Magdalena—which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

## My Name

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse—which is supposed to be bad luck if you're born female—but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have



## Story Maps

Story-telling can be very fun, but also tough without proper tools. Like traveling through a city that you are unfamiliar with, it is helpful to have a map to help you decide where to make your turns and what landmarks distinguish the direction that you are taking. Look at the photograph that you have chosen. Tell a story about it after you have made your own “map” to help you navigate.

Setting (the time and place where your story occur):

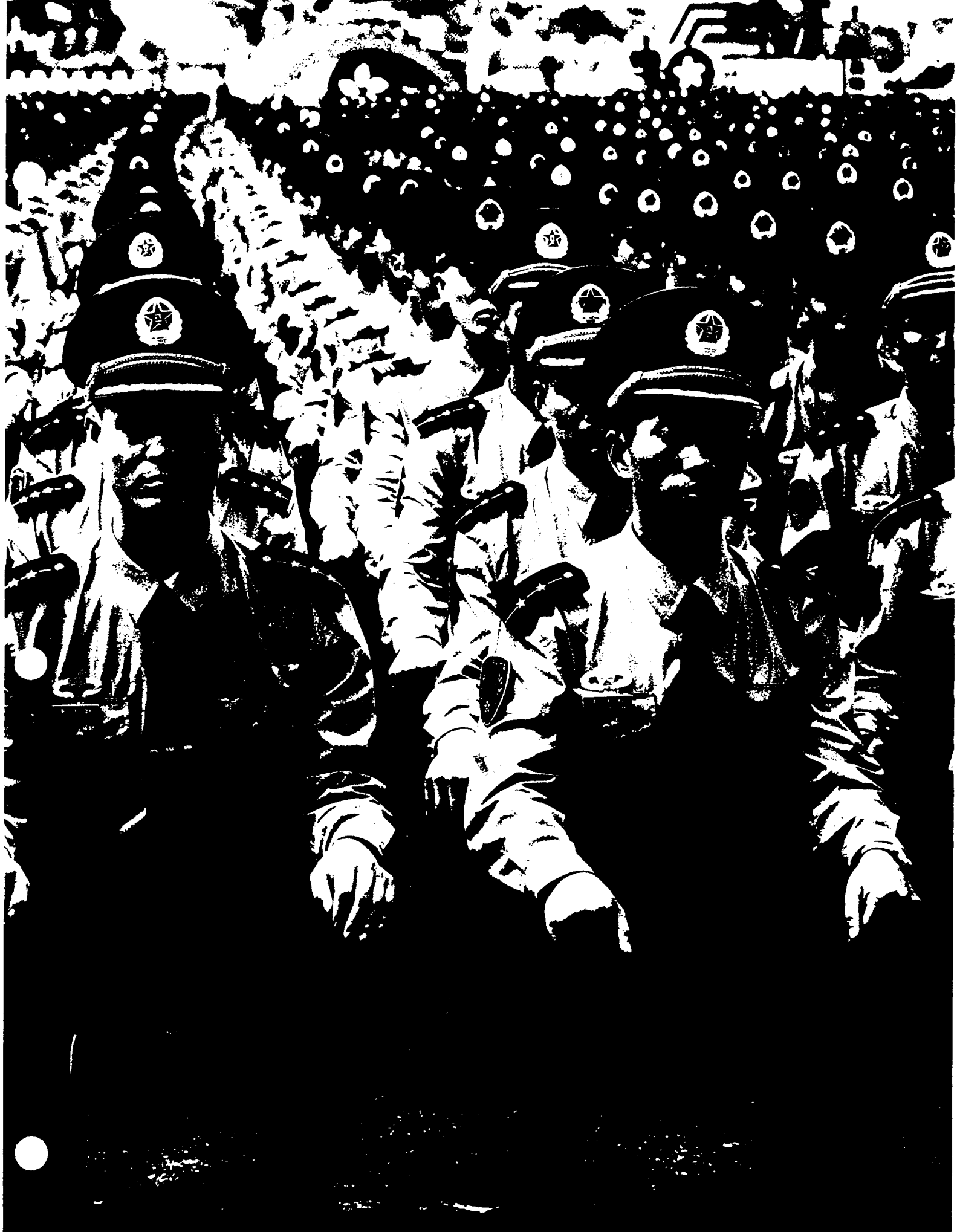
Characters (who is involved in the story)

Plot (what is happening in your story)

Themes (what is message or underlying idea of your story)

Other Notes

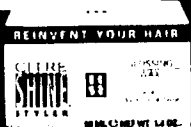






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SMOOTHING CREAM  
Smooth • Shine • Hold • Style







## THE RAP ARTIST BORN

Christopher Wallace died as he lived—in a cloud of controversy. Murdered last March at age 24 in an unsolved drive-by shooting, the former drug hustler “dropped science” about life on the streets and in the limelight that rang true to listeners—and rang up sales in the millions. Neither his frequent run-ins with the law nor the mislabeling of his music as gangsta rap could detract from his talent.







# ESPRESSO

the catalog is back! 1-800-4ESPRESSO



# What is a MAD-LIB?

A Mad-Lib is a word game! If you have never played them, then you are in for a real TREAT!

The RULES:

- ◆ One person must be the reader. The reader will hold the Mad-Lib in his hands so that no one else can see it. The reader will then ask the rest of the group for the word in the blank (for example, they might ask for an adjective, noun, plural food, etc.) The reader will ask the group for these words until the group has named as many words as the Mad-Lib has blanks.
- ◆ The reader then reads the hysterical story to his/her group. What you have made is a Mad-Lib!
- ◆ Then you should switch readers and try another one!

In case you've forgotten what adjectives, adverbs, nouns, and verbs are, here is a quick review:

And ADJECTIVE describes something or somebody. (Lumpy, ugly, short)

An ADVERB tells how something is done. It modifies a verb and usually ends in "ly." (Stupidly, carefully, crazily)

A NOUN is the name of a person, place or thing. (Sidewalk, Brazil, nose)

A VERB is an action word. (Run, jump, write)

If you guys are feeling really brave after you play with the Mad-Libs, try to write your own to make your group or another laugh!!

GOOD LUCK!



## BEARS

If you go to some \_\_\_\_\_ ADJECTIVE \_\_\_\_\_ place like Yellowstone National \_\_\_\_\_ NOUN \_\_\_\_\_, you must know how to deal with the wild animals such as bears and wolves and \_\_\_\_\_ PLURAL NOUN \_\_\_\_\_.

The most important of these is the bear. There are three kinds of bears, the grizzly bear, the \_\_\_\_\_ ADJECTIVE \_\_\_\_\_ bear and the \_\_\_\_\_ ADJECTIVE \_\_\_\_\_ bear. Bears spend most of their time \_\_\_\_\_ VERB ENDING IN ING \_\_\_\_\_ or \_\_\_\_\_ VERB ENDING IN ING \_\_\_\_\_. They look very \_\_\_\_\_ ADJECTIVE \_\_\_\_\_, but if you make them \_\_\_\_\_ ADJECTIVE \_\_\_\_\_, they may bite your \_\_\_\_\_ NOUN \_\_\_\_\_. Bears will come up to your car and beg for \_\_\_\_\_ FOOD (PLURAL) \_\_\_\_\_. They will stand on their hind legs and clap their \_\_\_\_\_ PLURAL NOUN \_\_\_\_\_ together and pretend to be \_\_\_\_\_ ADJECTIVE \_\_\_\_\_. But do not get out of your \_\_\_\_\_ A VEHICLE \_\_\_\_\_ or offer the bears \_\_\_\_\_ FOOD (PLURAL) \_\_\_\_\_ or \_\_\_\_\_ FOOD (PLURAL) \_\_\_\_\_. This same advice applies to other wild creatures such as \_\_\_\_\_ SOMETHING ALIVE (PLURAL) \_\_\_\_\_ and \_\_\_\_\_ SOMETHING ALIVE (PLURAL) \_\_\_\_\_. Remember all these rules and you will spend your vacation \_\_\_\_\_ ADVERB \_\_\_\_\_ and not get eaten by a/an \_\_\_\_\_ NOUN \_\_\_\_\_.

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## VACATION DIALOGUE

GIRL: Hello. My name is \_\_\_\_\_ GIRLS NAME \_\_\_\_\_.

BOY: Hi. My name is \_\_\_\_\_ MALE CELEBRITY \_\_\_\_\_. I came here with my mother and father and my little \_\_\_\_\_ NOUN \_\_\_\_\_.

GIRL: I am here with my best girl \_\_\_\_\_ NOUN \_\_\_\_\_. We are staying at the \_\_\_\_\_ NAME OF BOY \_\_\_\_\_ Hilton Hotel.

BOY: I hear they have a great \_\_\_\_\_ NOUN \_\_\_\_\_ there. How is the food?

GIRL: \_\_\_\_\_ ADJECTIVE \_\_\_\_\_. But the room only costs \_\_\_\_\_ NUMBER \_\_\_\_\_ dollars a day.

BOY: I rented a/an \_\_\_\_\_ NOUN \_\_\_\_\_ for this afternoon. Maybe you and I could go \_\_\_\_\_ VERB ENDING IN ING \_\_\_\_\_.

GIRL: I'd love to but I promised \_\_\_\_\_ FEMALE CELEBRITY \_\_\_\_\_ I'd go \_\_\_\_\_ VERB ENDING IN ING \_\_\_\_\_ with her.

BOY: Well, tonight there is a/an \_\_\_\_\_ ADJECTIVE \_\_\_\_\_ Dance at the Hotel \_\_\_\_\_ VERB ENDING IN ING \_\_\_\_\_ Room.

GIRL: I'd love to go to that. Is it formal?

BOY: Yes, be sure and wear a/an \_\_\_\_\_ ADJECTIVE \_\_\_\_\_ dress and your \_\_\_\_\_ KIND OF SHOE (PLURAL) \_\_\_\_\_. I am going to wear my \_\_\_\_\_ PLURAL NOUN \_\_\_\_\_.

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**APPENDIX D:**

**LEARNING STATION MATERIALS**

**FOR THEMATIC UNIT**



It's your turn to compose a poem about your self-identity. A good way to begin is with the following prompt. If you don't want to use this prompt, you are welcome to write a poem in a form that you prefer. We will have many opportunities to compose our own poetry this year, so consider this as a point of departure—a beginning.

I am. . . (Insert two words to describe yourself here.)

I wonder. . . (What do you want to know about life?)

I hear. . . (What sounds do you hear in your mind?)

I see. . . (What sights do you see with your mind's  
eye?)

I want \_\_\_\_\_

I am. . . (same as first line)

I pretend. . . (What do you pretend to be or do?)

I believe \_\_\_\_\_

I touch. . . (What do you reach out and touch—  
literally or figuratively?)

I feel \_\_\_\_\_

I worry. . . (that. . . , about. . . , over. . . , when. . . ,  
etc.)

I cry \_\_\_\_\_

I am . . . (same as first line)

I understand. . . (What do you understand about life?)

I say. . . (What do you have to say about this?)

I dream \_\_\_\_\_

I hope \_\_\_\_\_

I am. . . (same as first line)



Instructions: At this station, read the Shel Silverstein poem to each other. Talk about what this Frisbee is going through. Have you all felt similarly? Write in your Learning Logs about other identities that you have “tried out” like the Frisbee did. An extra challenge: try to put your other identities into poem form as Silverstein does. Have some fun with this--don't worry about making it perfect!

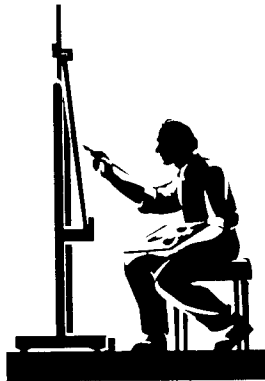
#### Adventures of a Frisbee

The Frisbee, he got tired of sailing  
To and fro and to;  
And thought about the other things  
That he might like to do  
So the next time that they threw him,  
He turned there in the sky,  
And sailed away to try and find  
Some new things he could try.  
He tried to be an eyeglass,  
But no one could see through him.  
He tried to be a UFO,  
But everybody knew him.  
He tried to be a dinner plate,  
But he got cracked and quit.  
He tried to be a pizza,  
But got tossed and baked and bit.  
He tried to be a hubcap,  
But the cars all moved to quick.  
He tried to be a record,  
But the spinning made him sick.  
He tried to be a quarter,  
But he was too big to spend.  
So he rolled home, quite glad to be  
A Frisbee once again.



Look at the images on the table. Discuss with your group what is going on in these pictures. Who are these people? Are they important people? How can you tell? What do these images have to do with identity? Place them next to each other and see if you can find connections between the images. Do they have similarities? What?

After you have talked with your group members about the images. Write in your Learning Log about the identity issues that you see in these pictures. Write about connections that you may have with these pictures. Have you ever felt like the little children in the window? Stretch your mind and see if you can find connections between yourself and each of the pictures and record those connections in your Log. If you finish early, share your connections with your group.

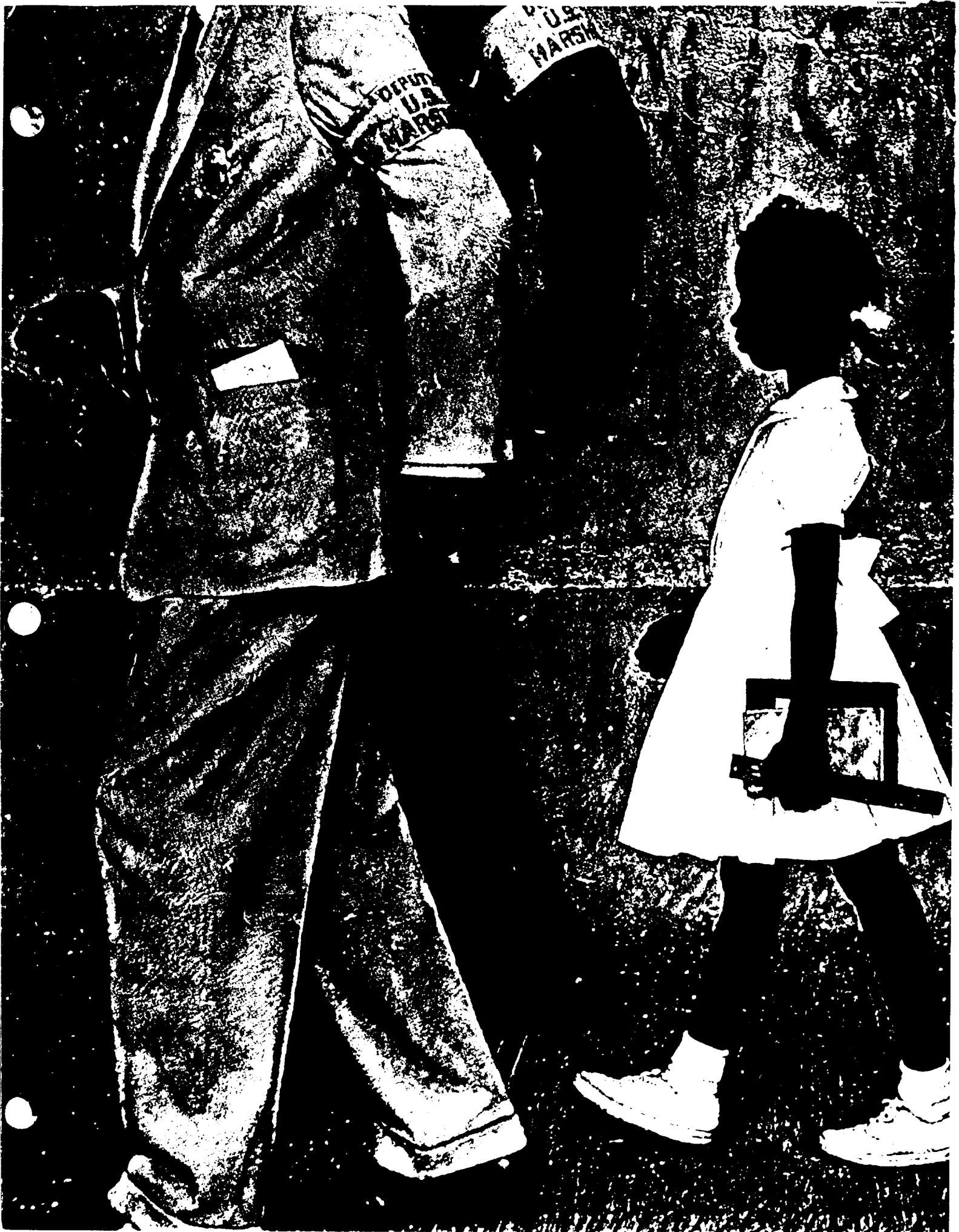






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# COMICS:



Look at the two comic strips at the table. Talk with your group about what you see happening in them. How are these comic strips tied to identity? Complete the following two activities about the comic strips.

## “MEG”

With the Meg comic, I want you to think about it in terms of you. Do you have any tricks or attributes that define your identity in some way? Meg has stinky feet, right? What about you? What do you DO that defines you? Think about it, and then choose one verb (action word) to describe yourself. Write it in your Log and then create a sentence like Meg does as the end of the comic strip:

“I \_\_\_\_\_, therefore I am.”

And then explain your choice in your Log.

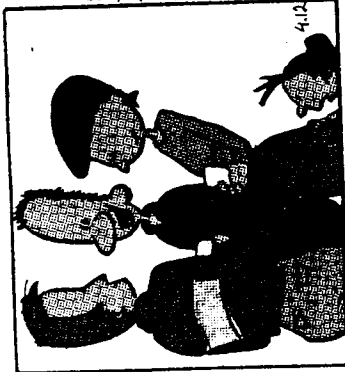
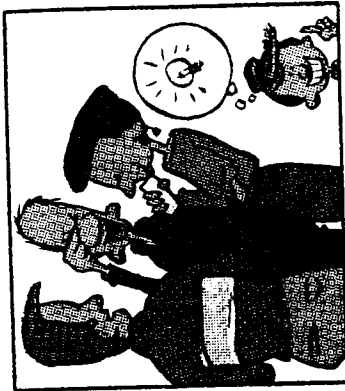
## “Beetle Bailey”

With the Beetle Bailey comic, I want you to think about what kinds of attitudes and feelings contribute to your identity. Does Beetle Bailey seem kind of sensitive to you here? His feelings were hurt and that defines his identity in some way. But what about you? Brainstorm a list of feelings and attitudes that you have that contribute to your identity. Explain them in your Log.



BY GREG CURFMAN

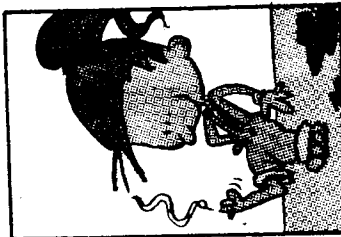
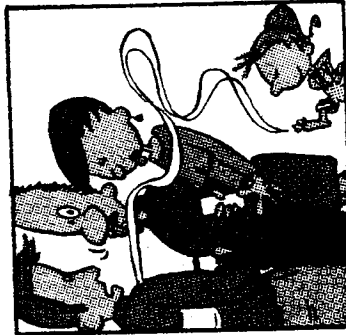
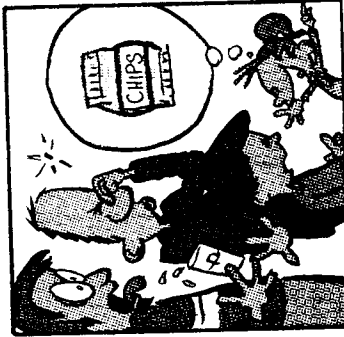
MEG



www.comiczone.com/comics/meg

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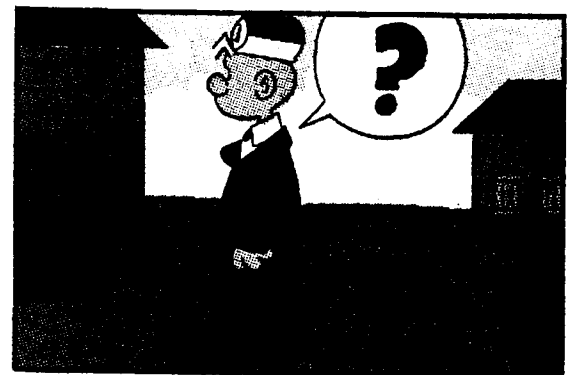
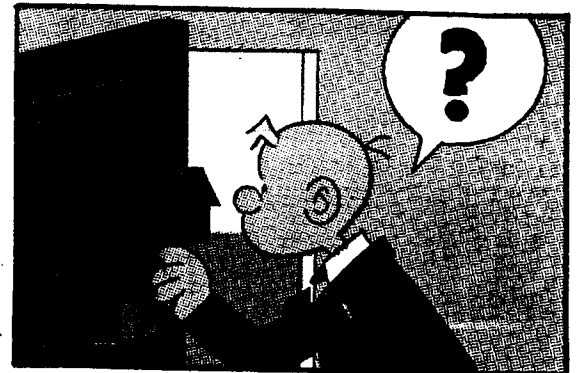
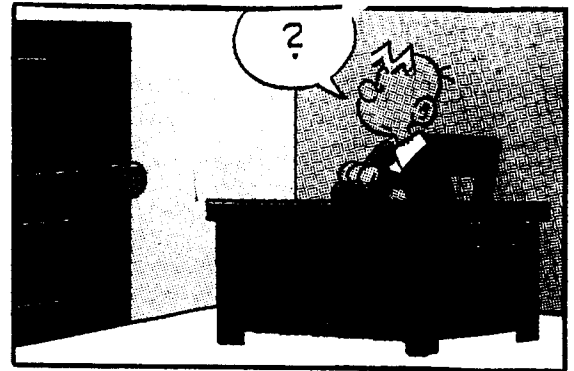
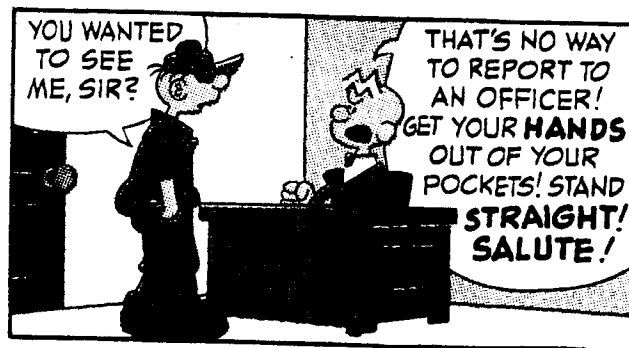
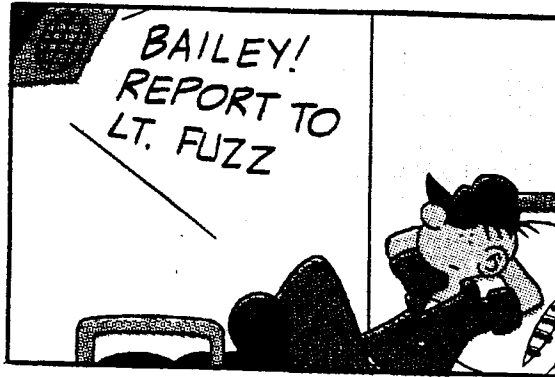
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# beetle bailey

by mort walker



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**APPENDIX E:**

**EVALUATION MATERIALS AND**

**CRITERIA**



### UNIT EVALUATION

My pledge:

Because I MATTER, and I am the pilot of MY own journey through 10th grade English this year, it is up to ME to report MY feelings and opinions about each unit of study that we complete. Our time in class together, as a successful and trusting community, depends on MY participation and effort. It is because of this that I am filling out this evaluation, on which I am recording thoughtful, careful responses to better our class.

If you acknowledge your responsibilities, as stated above,  
mark an "X" in the blank.

Please circle one of the X's to indicate whether you agree, disagree, or are neutral.

	Agree	Neutral	Disagree
1. I feel as though my understanding of the concept of self-identity grew.	X	X	X
2. I feel that understanding of myself grew over the course of the unit.	X	X	X
3. I enjoyed the interactive activities that we did as a class during the unit.	X	X	X
4. I thought that learning about self identity was interesting.	X	X	X
5. I thought the requirements of the unit were reasonable and valid.	X	X	X
6. I felt as though I was the master of my own journey through the unit.	X	X	X
7. I feel like this unit (both the topic and activities) were time well spent.	X	X	X
8. My favorite activities/readings/experiences were _____			
9. My least favorite activities/readings/experiences were _____			



Name \_\_\_\_\_

## Self Evaluation Form

Please fill out this form carefully and thoughtfully. I value your assessment of your own efforts and learnings throughout this unit. This will be a part of your unit grade, so please take it seriously and be honest. Remember, it is YOU who are the pilot of the journey.

1. How did you, over the course of this unit, think critically about self-identity?
2. Explain how you contributed to the class as a community.
3. Explain how you contributed or detracted from working in groups.
4. Did you come to value yourself more over the course of this unit? How?
5. Explain about how you shared things about you and what you think with your classmates this unit.
6. Explain about your level of participation on a day to day basis.
7. Explain the effort that you put into all of the activities.
8. If you had to grade yourself (on your participation, effort, the things that you wrote, and how you contributed to the classroom community) on a scale of 1-15, what would you give yourself? (1 being the lowest and 15 being the highest) \_\_\_\_\_
9. Explain your ranking.
10. What is one thing that you would do differently if you could turn back time and begin the unit over again?

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## Evaluation for Self-Identity Unit

Student's name \_\_\_\_\_

### Learning Log:

Did the student contribute four activities that should be included?

- \_\_\_ Metaphor writing
- \_\_\_ Learning Station Product
- \_\_\_ Learning Station Product
- \_\_\_ Images from magazine with explanation

\_\_\_ **Point total (20 possible)**

Did the student contribute in other ways to the Learning Log?

- \_\_\_ Logging in of various choices
- \_\_\_ Thoughtful personal entries (at least two)

\_\_\_ **Point total (20 possible)**

### Exit Writings:

Did the student complete the exit writings?

- \_\_\_ "Being somebody"
- \_\_\_ "Cultural identity"
- \_\_\_ List of questions for psychologist

\_\_\_ **Point total (15 possible)**

### Writing Portfolio:

Did the student write the assignments to be included in the portfolio?

- \_\_\_ Script
- \_\_\_ Discourse choice writing

\_\_\_ **Point total (20 possible)**

### Self Evaluation:

What grade did the student assign him or herself?

\_\_\_ **Point total (15 possible)**

### Participation grade:

Taken from teacher observation and talked about with student when necessary.

\_\_\_ **Point total (20 possible)**

### Extra Points:

Awarded for special assignments or extra participation.

\_\_\_ **Point total**

**Cumulative Unit Grade:** \_\_\_\_\_ **(110 possible points)** **Letter grade:** \_\_\_\_\_

Additional teacher comments: \_\_\_\_\_

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## Example of Anecdotal Records:

Mary Denneman:

Sept. 9 - Mary did a fantastic dramatic sculpture of "self!"

Sept. 11 - Mary still seems to be too interested in class today - she seems to be in another world.

Sept. 14 - Mary kept with us and seemed to be doing well!

Sept. 15 - Had a mini-conference w/ Mary - discussed her level of participation. I told her she was doing very well!



# APPENDIX F:

## GRAMMATICAL MINI-LESSON



### Mini-lesson: The difference between *effect* and *affect*

Rationale: My students will undoubtedly have problems with grammar and language in their writing. In the following mini-lesson, I will act as though one of their problems is distinguishing when to use *effect* and *affect*. I, myself, have this problem. I will model how I will teach grammar in the context of my students' writing by teaching this mini-lesson in the context of my EDIS 540 language unit about Rap Music (Weaver text).

#### **Instructional Objectives**

1. Understand the difference between effect and affect.

#### **Procedures/Instructional Strategies**

1. Making the connection  
(1 minute)

The teacher will thank students for the excellent projects that they recently turned in (this is a hypothetical situation). She will comment that the thoughts the students recorded were very advanced and interesting. She will then say that we are going to spend about 15 minutes today talking about one thing that she noticed in many of their papers that she feels she should address.

2. The error in students' writing  
(5 minutes)

The teacher will put a transparency on the overhead projector. On the transparency, the following sentences will be printed:

- "Think of the way that language effects us and the way that words are constantly entering our vocabulary and becoming permanent fixtures in our thought processes."  
(Day 1 of language unit)
- "They will think and talk about language variation and cultural, social, and historical influences that effect word choice." (Day 2 of language unit)
- "Before we talk about if and how word choice effects our meaning, let's find out how we speak." (Day 2 of language unit)
- "She will ask them to relate the issue they write about to how it effects their lives."  
(Day 3 of language unit)
- "The students will share how they are effected--they might get angry, agree, etc."  
(Day 4 of language unit)
- "How does this song effect us?" (Day 5 of language unit)

She will ask that student volunteers read the sentences out loud. (Although each example is from student writing, students who wrote the sentences will not be identified.) She will then ask the students to try to describe the way that *effect* is being used in the sentences. She will write on the board the student responses. She expects things like (to influence, to inspire, to change a previous state, etc.) The teacher will record each of the student's thoughts.

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### 3. Introduction of the word *affect* (5 minutes)

The teacher will then write the word *affect* on the board in big, capital letters. She will thank the students for explaining how the example sentences were using the word *effect* and then she will say the following: *I understand exactly what these students were trying to say. In fact, for a long time I used the word effect incorrectly, too. I want to introduce the word affect today.* The teacher will then put up another transparency on the overhead that has an explanation of the word *affect*. It will look like:

AFFECT: (v.) To influence

EFFECT: (n.) Result

(v.) To bring about a result

The teacher will then ask a student to read the definitions aloud. She will then compare the definition of *affect* that the students expressed from the incorrect sentences to the two word definition "to influence." She will say that they nailed the definition precisely. She will then ask if someone can give us an example of the correct use of the word *effect*. Students may mention *cause and effect*, *the effect of the trial was jailtime*, etc. The teacher will then ask if the students can come up with an example of *effect* as a verb. Students will volunteer examples, and in each example (max of 3, for the sake of time) the teacher will ask the students to explain why *affect* would not be used there or vice-versa, if the students suggest an incorrect example.

### 4. Practice of new skill and closure (5 minutes)

In case no students volunteer examples, and/or for extra practice, the teacher will uncover the bottom of the transparency with the definitions and will ask for students to apply what they have just learned. The application sentences will be:

1. The (affect/effect) of the lesson about the difference between *affect* and *effect* was that students did not make the mistake anymore.
2. But only practicing in their writing can (affect/effect) the dramatic change in how they use *affect* and *effect*.
3. Practicing in their own writing, and making educational mistakes in their writing (affects/effects) the students in a very positive way.

After student volunteers answer the application sentences, the teacher will ask them which way the words *affect* and *effect* are being used.

The teacher will then thank the students and will tell them that she is looking forward to the *effect* of this short lesson in their writing!

### Materials Needed

- Transparency with examples of mistakes from students' writings
- Transparency with definition of words and application exercises

### Methods of Evaluation

Looking for signs of improvement in students' writing.

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## Lesson Evaluation



